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ABSTRACT

In Taiwan, in response to pressure from university administrators and teachers of subjects other than English, many university English programs for non-majors (EPNMs) have redesigned their curricula to include courses in English for special purposes (ESP). A survey of stakeholders in the 17 universities investigated (1) EPNM coordinator (n=18) attitudes concerning the need to offer ESP within the EPNMs, perceived difficulty in offering ESP, perceived pressure from other university programs to offer it, and plans for offering it in the near future; (2) the opinions of freshmen (n=1,248) and graduates (n=382), EPNM teachers (n=178), and teachers of other subjects (n=198) concerning the need to offer ESP within the EPNMs; and (3) the ESP curricula offered by EPNMs in 1995. Results indicate the program coordinators to be divided in their attitudes toward offered ESP within EPNMs, while the other groups generally favored the idea. The anticipated difficulty in offering ESP was in EPNM teachers' lack of expertise in subject areas. The majority of coordinators had not felt pressure from other university groups to offer ESP. Only a small proportion planned to integrate ESP into the EPNMs in the near future, and in 1995, ESP was only a minor component. Contains 14 references. (Author/MSE)

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The ESP Component in English Programs for Non-English Majors at Universities in Taiwan

(National Science Council Project No. 85-2418-H-029-003, 1995)

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The ESP Component in English Programs for Non-English Majors at Universities in Taiwan

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Abstract

University administrators and teachers teaching courses other than English began to pressure English Programs for Non-English Majors (EPNMs) to offer English for Specific Purposes (ESP). This has forced all the EPNMs to redesign their curricula. This study examined (1) opinions of EPNM coordinators about the need to offer ESP under the EPNMs, perceived difficulty in offering ESP, perceived pressure from other universities to offer ESP, plans for offering ESP in the near future, (2) opinions of university freshmen and graduates, EPNM teachers, and teachers of subjects other than English about the need to offer ESP within the EPNMs, and (3) the ESP curricula implemented by the EPNMs in 1995. Eighteen EPNM coordinators from all 17 universities in Taiwan (teachers' universities excluded) were interviewed about the ESP issues. One thousand two hundred and forty-eight university freshmen, 382 university graduates, 178 EPNM teachers, and 198 teachers of subjects other than English responded to needs assessment questionnaires. The findings show that the coordinators were divided in their attitudes towards offering ESP under the EPNMs while freshmen, graduates, EPNM teachers, and teachers teaching subjects other than English were in favor of this idea. The expected difficulty in offering ESP was EPNM teachers' lack of expertise in the students' special areas of study. The majority of the coordinators had not felt pressure from other university bodies to offer ESP yet. Only a small portion of the EPNMs planned to integrate ESP into the EPNMs in the near future. The EPNM curricula of 1995 showed that ESP was only a minor element. The implications of this study for teaching, policy making, and research are also discussed.

Key words: Educational Language Planning, English for Specific Purposes, Curriculum Planning, Needs Assessment

Introduction

The English Programs for Non-Majors (EPNMs) have always been a concern for many EFL researchers and teachers in Taiwan. Since more and more students are using English language textbooks when studying their major subjects and they will be using English in their future jobs, many department chairs and college deans have begun to ask the EPNMs to offer English for Specific Purposes (ESP). The issue of whether ESP should be offered under the EPNMs has recently become controversial on many campuses. Therefore, it is necessary to evaluate the attitudes of EPNM coordinators towards this issue and investigate what ESP curricula have been implemented in response to these needs.

Ideally, the programs implemented should match the programs desired by the people involved, i. e., teachers and students in these programs. However, a gap may exist between what they want and what is implemented and therefore there is a need to find out whether there is a gap.

The research questions for this study are as follows:

1. How do EPNM coordinators feel about the need to offer ESP within the EPNMs? What difficulties do they expect to have if they offer ESP? Have they received much external pressure to offer ESP? Do they plan to offer ESP in the near future?

2. How do university freshmen and graduates, EPNM teachers, and teachers of subjects other than English feel about the need to offer ESP within the EPNMs?

3. What ESP courses are offered by the EPNMs?

It is hoped that this study will provide teachers and administrators with valuable information about the needs for ESP and the current ESP curricula.

Review of the Literature

Researchers and scholars have stressed the need to offer ESP to meet learners' needs (Huang, 1990; Hung, 1994; Robinson, 1991). In the case of Taiwan, English is used businesses, industries, and academic institutions as a way of obtaining information or communicating. Quite a few researchers in Taiwan have conducted studies of ESP. A study by Yang et. al. (1994) showed that fifty percent of the students in five-year junior colleges used textbooks written in English. Liu (1985) and Huang (1990) have examined the teaching methods used in ESP classes. Chen (1987), Huang (1990), Kuo (1993), and Yang (1994) have investigated the content of teaching materials used for ESP courses. Chen (1987) also discussed the types of ESP course materials which were appropriate for students at vocational schools. It appears that ESP is gaining

attention in Taiwan.

Some studies have also looked at the need for integrating ESP into FENM or offering separate ESP courses in the EPNM. Shieh and Wu (1988) found that most freshmen at the National Tsinghua University preferred to have reading instruction in their FENM courses lead them to a better understanding of the modern world rather than assist them in comprehending their field-specific textbooks. Half of these students preferred to choose general language courses for both semesters in the freshman year. However, close to 40% of them did want ESP courses in the second semester. Kuo (1987) studied course design for English for Science and Technology as desired by undergraduate and graduate students majoring in science and engineering at the National Chiaotung University and professionals working in the field of science and technology. He also found that undergraduates in science and engineering at the National Chiaotung University wanted ESP courses to help them study their field-specific textbooks. However, the above studies surveyed only students, and the views of other people who are involved with or impacted by ESP courses, such as EPNM teachers, teachers teaching students' major subjects, and university graduates, remain unknown. In addition, since both the studies above surveyed only a single university, they failed to give an overall picture of the needs for ESP courses at all the universities in Taiwan, which is important information for university and EPNM administrators as well as MOE officials who make policies for the EPNMs. Therefore, research of a comprehensive nature which targets a larger number of populations is needed.

As far as the researcher knows, only one survey has been conducted on the types of ESP courses offered at a university. Chang (1992) reported that Fu-jen University had ESP courses beginning in 1982. In 1992, Journalistic English, Business English, and English for Studying Abroad were offered in the College of Foreign Languages. Business English, English for Studying Abroad, and Ecology English were offered in the College of Natural Sciences. However, the scope of this study was limited to one university and it did not offer a comprehensive picture of the ESP courses offered at all the universities in Taiwan. Since an overall picture is important for EPNM coordinators and the MOE, research on a larger scale is greatly needed.

Methods

This study is part of a larger study conducted by the researcher to determine what kinds of EPNMs were implemented in 1995 in Taiwan, and whether these programs met the expectations of university freshmen, university graduates, EPNM teachers, and teachers teaching courses other than English (e.g., engineering, chemistry). In 1995, there were 20 universities in Taiwan, and within each there were one or two EPNMs. In this study, the

researcher studied only 17 universities: Taiwan's three teachers' universities, which aim specifically to train teachers and might have a different focus for their EPNMs, were therefore excluded. At these 17 universities, there were 18 EPNMs. In this report, each of the 18 programs is labeled with the name of the particular university it served. These programs were Soochow, Fujen (A) (the College of Liberal and Fine Arts), Fujen (F+S) (the Colleges of Foreign Languages, Natural Sciences, and Life Science), Taiwan U. (the National Taiwan University), Chinese C. (the Chinese Culture University), Chengchi, Tamkung, Central U. (the National Central University), Chungyuan, Tsinghua, Chiaotung, Tunghai, Chungcheng (the National Chungcheng University), Providence, Fengchia, Chunghsing, Chengkung, and NSYSU (the National Sun-Yat-Sen University). In most of these EPNMs, Freshman English courses were the major part of the curricula, with some advanced English and ESP courses offered on the side.

The EPNM coordinators were interviewed about the courses their programs offered, their attitudes toward offering ESP in their programs, the problems they foresaw in offering ESP, the pressure to offer ESP from other university bodies, and their future plans for offering ESP. The interviews were conducted on the phone or in person in the spring and summer of 1996, and the conversations were taperecorded and transcribed. In order to make sure that the researcher had presented the data accurately, the first draft of the Results and Discussion part of this report was sent to the 18 coordinators for confirmation. Based on the coordinators' feedback, the draft was revised. This method, called insider checking, was recommended by Bogdan and Biklen (1982) and Hammersley and Atkinson (1983).

The data about the views of university freshmen, university graduates, EPNM teachers, and teachers teaching subjects other than English about ESP came from a large-scale needs assessment survey conducted by the researcher in 1995, as mentioned previously. In this larger study, four questionnaires, respectively, were designed for university freshmen and graduates, EPNM teachers, and teachers teaching subjects other than English. EPNM teachers and freshmen were surveyed because they were directly impacted by the programs. However, because freshmen may be too young to be insightful about what they need, recent university graduates were also surveyed. This group may be mature enough to look back on the English programs they had and provide valuable insight about the types of programs that would have been useful to them. Those who graduated from the university within the past three years were chosen to ensure that their FENM experiences were not too outdated to be relevant to the programs implemented in 1995. In addition, teachers teaching courses other than English were included, since many of them require students to use English textbooks, which is one reason ESP courses are needed.

Some of the coordinators or teachers in the 18 EPNMs surveyed

helped the researcher distribute and collect the freshman and teacher questionnaires. They were asked to have some students in their own FENM classes fill out the freshman questionnaire. A total of 1248 freshmen completed the questionnaire and 1032 copies, or 82.7%, returned. With respect to the EPNM teacher questionnaire, 461 copies were sent out and 178 of them, or 42.7%, were returned. A total of 3200 hundred copies of the graduate questionnaire were sent out by mail and 382 copies returned, with a return rate of 12.3%. Nine hundred copies of the questionnaire for teachers teaching subjects other than English were mailed and 198, or 22.6%, returned. The statistical software used to analyze the data was SPSS PC+.

Results and Discussion

There was much discussion about whether the EPNMs should offer ESP. The 18 coordinators' attitudes towards this issue, the difficulty they perceived in offering it, the external pressure they received to offer it, and their future plans about it are shown in Table 1.

EPNM coordinators' attitudes towards Offering ESP Under EPNMs

Among the 18 programs, some already offered ESP and some of these were planning to offer it on a larger scale than before. Some programs that had not offered it in the past also began to consider it. However, some programs were resistant to ESP. The coordinator's attitudes toward this issue fell into three categories.

1. Willing to offer ESP or expand existing ESP program: 7 programs

Seven coordinators showed willingness to offer ESP courses. They were from Fujen (F+S), Taiwan U., Tamkung, Chungyuan, Chiaotung, Tunghai, and NSYSU. They saw the value of ESP for students' future careers. Among these seven, the three from Tunghai, Taiwan U. and Chungyuan were the most enthusiastic. The attitudes of some of these seven coordinators are described below.

Fujen (F+S): The coordinator was ready to comply with the great pressure to offer ESP which came from the department chairs in the colleges her program served. Her program already offered some elective ESP courses, such as **Business English**, **International Business Letters**, and **Journalistic English**, but she would like to offer more, such as **English for Science and Technology**.

Chungyuan: The coordinator planned to incorporate ESP into her program in a year or two, since teachers in the program had felt the need to do so for a long time, and the university was also supportive. To do so, the program needs to hire ESP teachers (even though they might be hard to find), or to have teachers in the

Table 1
EPNM Coordinators' Views about Offering ESP Under EPNMs

	Attitude toward offering ESP under EPNM	Perceived difficulty in offering ESP	Perceived external pressure to offer ESP	Considering offering ESP in near future
Soochow	unsure	no teachers	some	not sure
Fujen (A)	negative	no teachers	no	no
Fujen (F+S)	willing to comply	no teachers	great	yes
Taiwan U.	willing to consider	no teachers	no	yes
Chinese C.	negative	no teachers	no	no
Chengchi	unsure	no teachers	great	unsure
Tamkung	willing to comply	no teachers	some	no
Central U.	negative	no intention, no teachers	some	maybe
Chungyuan	willing to offer	hiring teachers	no	yes
Tsinghua	not obligated to	no teachers	no	no
Chiaotung	willing to offer	not enough teachers	some	not sure
Tunghai	willing to offer	have to retrain teachers	no	yes
Chungcheng	negative	no teachers	no	no
Providence	negative	no teachers	no	no

Fengchia	negative	no teachers	no	no
Chunghsing	unsure	no teachers	no	not sure
Chengkung	negative	no teachers	no	no
NSYSU	willing to consider	no teachers	no	maybe

program co-teach with content-area teachers.

2. Unsure whether to offer ESP or expand existing ESP program: 3 program

Three coordinators were unsure whether ESP should be offered in their programs and did not have a definite plan for it in the near future either. These coordinators were from Soochow, Chengchi, and Chunghsing. The following summaries are typical of Chunghsing as well.

Soochow: The coordinator felt that students were divided on the issue of whether ESP should be integrated into the EPNM. Even though some students wanted ESP, others wanted practical courses focusing on general language skills (e.g., conversation) or courses on topics in the humanities (e.g., art). Therefore, ESP might not be what all students wanted.

Chengchi: Recently teachers conducted a study and found out that students did not like to study subjects in their own fields of study in FENM classes. Instead they preferred to learn a little about a large variety of subjects. The coordinator believed that FENM teachers should just include a few articles related to the students' major areas of study in their teaching materials, instead of offering full-scale ESP courses.

3. Unwilling to offer ESP or expand existing ESP program: 8 programs

Eight coordinators showed a negative attitude toward integrating ESP into the EPNMs. These were coordinators from Fujen (A), Chinese C., Central U., Tsinghua, Providence, Fengchia, Chungcheng, and Chengkung. The most frequently cited reason for not offering ESP was English teachers' lack of backgrounds for it. This was mentioned by the coordinators of Fujen (A), Chinese C., Central U., Providence, and Chungcheng. The second most common reason was that it was the responsibility of the students' own departments to offer ESP. This was cited by the coordinators of Fujen (A), Tsinghua, Providence, and Chungcheng. The third reason

was the belief that a general language foundation was too important to be compromised by accommodating ESP, as mentioned by the coordinators of Providence, Fengchia, and Chengkung. The fourth reason was students' satisfaction with the current curricula, which justified the status quo. This was indicated by the coordinators of Fujen (A) and Central U. The fifth reason, from the coordinator of Central U., was that the students would acquire ESP naturally when studying their major subjects, so there was no need to offer ESP. Some of the coordinators' attitudes are summarized below:

Providence: At a University Academic Meeting (Shiao-Wu-Huei-Yi) held in 1995, it was decided that ESP would be offered by the students' individual departments. The coordinator felt that this was the right policy since teachers in the EPNM did not have the training needed to provide ESP courses. She felt that the EPNM should focus on general language training, because students needed general language ability in their future jobs and in graduate schools.

Central U.: The teachers in the program decided that ESP was not necessary. Most of the FENM courses offered at the time of the researcher's interview involved topics in the humanities (e.g., culture, literature), and students liked them very much. Teachers believed that they should offer topics students liked in order to minimize the fear of learning English and maximize learning outcomes. Another reason for not offering ESP was that teachers did not have the required backgrounds. Teachers also believed that students could get ESP in a natural way when studying their major subjects, so there was no need to offer it.

Perceived Difficulty in offering ESP.

As to the difficulty the programs might encounter in integrating ESP, all coordinators mentioned EPNM teachers' lack of knowledge about students' areas of specialization. For example, the coordinator of NSYSU said that most teachers in his program specialized in literature, linguistics, or TEFL. It would be difficult for them to offer an ESP course such as **English Terms for Physical Education**. The coordinator from Central U. mentioned that another problem was teachers' low motivation to offer ESP. However, the coordinator of Tunghai was more optimistic. She believed that teachers in her program would be highly motivated to learn to teach ESP. The coordinators of Tunghai, Chengkung, and Chungyuan suggested that another way of teaching ESP was to have their teachers co-teach with content teachers.

Perceived external pressure to offer ESP.

Two coordinators said they received great pressure to offer ESP from the colleges their programs served. These coordinators were from Fujen (F+S) and Chengchi. The coordinator from Fujen (F+S) mentioned that many department chairs in her colleges would

rather have their students take ESP courses within their own departments than take general language courses from the EPNM. Four coordinators said that they experienced only a little pressure. For example, at Soochow University, some departments did ask the EPNM to offer ESP, but they did not push very hard. On the other hand, twelve coordinators said that they were not pressured to offer ESP at all. At Tunghai, some teachers from other departments and some university administrators did enquire about the possibility of offering ESP under the EPNM, but they did not apply any pressure.

Considering offering ESP or expanding existing ESP program in the near future.

Four coordinators said that they were interested in incorporating ESP into their programs or doing so on a larger scale in the near future. They were coordinators from Fujen (F+S), Taiwan U., Chungyuan, and Tunghai. The coordinator of Taiwan U. said that she might encourage her teachers to offer ESP themselves since the program could not hire any new full-time ESP teachers. However, she would also consider hiring part-time staff. Tunghai's coordinator said that she would encourage her teachers to offer ESP courses themselves or co-teach with content teachers. She believed that most of her teachers were highly motivated to learn and therefore would not resist this change. ESP courses might be first offered as electives for sophomores as an experiment. If these courses were well received, then they might be offered on a larger scale. Three coordinators, those from Central U., Chiaotung, and NSYSU, reported that their programs might offer ESP or expand existing ESP programs, but no definite plans had been made yet. Three other coordinators had no strong feelings about this issue. They were from Soochow, Chengchi, and Chunghsing. However, eight coordinators clearly indicated that they did not think they should offer or expand ESP programs at all, for reasons that are explained above. These coordinators were from Fujen (A), Chinese C., Tamkung, Tsinghua, Providence, Fengchia, Chungcheng, and Chengkung. The coordinator from Chungcheng said that all the teachers in his programs were against offering ESP under the EPNM and that so far he had no plans to offer it.

It seemed that the coordinators were quite divided in their attitudes towards integrating ESP into EPNMs or expanding existing ESP programs, with 7 willing to do so, 8 unwilling to do so, and 3 unsure about it. The reluctant individuals were mostly concerned with EPNM teachers' lack of knowledge about the areas of specialization involved. This is not surprising since most of the EPNM teachers had a background in literature, linguistics, or TEFL. Only a small number of programs received great pressure to offer ESP. However, negotiations between the EPNMs and other departments about offering ESP was already in process at many universities. Only four programs intended to offer it in the near future, and most of the 18 programs either decided against it or intended to

table the issue for a while. The integration of ESP into the EPNMS still had a long way to go.

Attitudes of freshmen, graduates, EPNM teachers, and teachers teaching subjects other than English toward offering ESP under EPNMs

The attitudes of university freshmen and graduates, EPNM teachers, and content-area teachers toward offering ESP under the EPNMs are shown in Table 2. (The subjects were asked the following question in the questionnaire: If other English courses were to be offered under the EPNM, I think ESP courses should be the first ones to be considered.)

Table 2
Attitudes Towards Offering ESP under EPNMs

	Strongly agree	Agree	Disagree	Strongly disagree
Freshmen	14.9%	40.7%	40.7%	3.8%
Graduates	28.0%	36.8%	31.9%	3.3%
EPNM teachers	17.1%	55.5%	26.2%	1.2%
Other teachers	17.1%	55.5%	26.2%	1.2%

According to Table 2, 55.6%, 64.8%, 72.6%, and 72.6% of the freshmen, graduates, EPNM teachers, and other teachers, respectively, strongly agreed or agreed with the statement that the EPNMs should offer ESP. This shows that close to two-thirds of the graduates and more than two-thirds of the EPNM and other teachers believed that ESP was important. This may be because many of the graduates had to use English on their jobs, and English teachers and content teachers were experienced enough to know that their students would benefit from ESP in the future. However, freshmen were less sure of the importance of ESP, with only about half of them saying that it should be offered. This may reflect the fact that many of them had not started using English textbooks heavily for their major areas of study yet and therefore had few ideas about what ESP was. Since they were fresh out of high school, they might not have been thinking about what skills they would need on their future jobs. On the other hand, even though freshmen were the least supportive of ESP among the four populations, the majority of them were still favored it. This corresponds well with Kuo's findings (1987), which showed that most science and engineering undergraduates at the National Chiaotung University wanted ESP.

ESP curricula implemented in 18 EPNMs in 1995

The FENM programs in the 18 EPNMs could be divided into two types in terms of content. One offered the training of general English skills in both semesters, and the other offered a combination of courses for students to choose from in one or both semesters, with some general English courses and some special-topic courses (e.g., **Short Stories, Business English, Drama and Theater**). Seven programs fell into the latter category: Taiwan U., Central U., Tsinghua, Chiaotung, Chungcheng, Chengkung, and NSYSU. These programs offered some ESP-oriented courses, as listed below.

Taiwan U.:	Journalistic English.
Central U.:	Journalistic English, English of Current Events.
Tsinghua:	English of Current Events
Chiaotung:	Current Issues, English for Science and Technology, Journalistic English, Business English.
Chungcheng:	Journalistic English.
Chengkung:	English of Current Events
NSYSU:	Journalistic English.

As shown above, only seven programs (39%) offered ESP-oriented FENM courses, and the range of topics covered was extremely limited, with most them on news. Apparently the ESP element was integrated into the FENM programs in a very limited way.

Beyond the freshman year, in 1995 only five EPNMs offered any elective ESP courses to prepare students for future careers. The courses offered are listed below.

Fujen (F+S):	Business English and Journalistic English (in College of Foreign languages); English Letters for International Trade (in Colleges of Natural Sciences and Life Science)
Fengchia:	Business English
Tunghai:	News Reading
Providence:	English for Tourism and Business English offered in the first semester; Journalistic English, Business English, and English for Tourism offered in the second (for students entering the university before fall 1995)
Chiaotung:	Current Issues, English for Science and Technology, Journalistic English, and Business English.

Selected ESP courses were offered outside the EPNMs at some universities. Chungyuan's four colleges worked together to plan English courses for non-English majors and the courses offered were based on the needs of each college. Most of the courses were ESP. Among the four colleges, the College of Business had the most ESP courses, with each department offering some. An example of a

course is **Business English**. Half of the departments in the College of Engineering also offered ESP. An example is **Writing for Science and Technology**. However, few departments offered ESP courses in the Colleges of Natural Sciences and Design.

At eight other universities at least, some departments offered their own ESP. These universities were Fujen (A), Chinese C., Chengchi, Tunghai, Chunghsing, Chungcheng, Providence, and Chengkung. These departments hired their own teachers or teachers from the FLLDs (Foreign Languages and Literature Departments) to teach ESP courses. For example, at the Chinese Culture University, the Business Department hired a teacher from the FLLD to teach **Business English**, and the Physical Education Department hired a teacher of its own to teach **English for Physical Education**. In Fu-jen (A), students from the Physical Education Department could take **English Terms for Physical Education** from a teacher in their own department, and students from the Library and Information Science Department could also take a course on the reading of English articles in the field of library and information science from one of their own teachers. In the case of Providence, in 1997 the various departments will begin to offer ESP for students entering the university in and after 1995.

As discussed above, not many EPNMs offered ESP-oriented FENM courses for freshmen or ESP electives for sophomores, juniors, and seniors. The courses offered mostly dealt with business or news. Only one program, at Chiaotung, offered an ESP course in the field of science--**English for Science and Technology**. Clearly, the range of courses offered was very limited. There was nothing for students of law, medicine, agriculture, psychology, history, etc. The 18 programs apparently did not respond to these students' needs for ESP very well.

Conclusions and Implications

It is hoped that this study will provide insight for current and future EPNM coordinators and university administrators about the EPNMs in Taiwan. According to this study, the coordinators disagreed on the issue of whether to offer ESP under the EPNMs, with seven willing to do so, three unsure, and eight unwilling to do so. The coordinators who were willing mostly believed that students would benefit from ESP and that the EPNMs should offer it. Those who were unwilling cited five reasons. In order of importance, they were (1) EPNM teachers lack qualifications for teaching ESP, (2) the students' own departments should have the responsibility to offer ESP, (3) general language skills were more important for students, (4) students were satisfied with current course offerings, and (5) students can acquire ESP without instruction when studying their major subjects. If ESP courses were to be offered within the EPNMs, most coordinators believed that the major difficulty would be the lack of teachers with the expertise required. Even though there has been more and more

discussion about whether the EPNMs should offer ESP over the years, the majority of the coordinators said they had not been pressured to integrate ESP into their programs yet. However, at least six programs had received a certain level of pressure. In the near future, only four programs planned to offer ESP, suggesting that a high level of integration of ESP into the EPNMs may not occur soon.

As to attitudes toward the integration of ESP into the EPNMs, most university freshmen and graduates, EPNM teachers, and teachers teaching subjects other than English were apparently supportive. This suggests a mismatch between the attitudes of the coordinators and those of the four groups mentioned here.

ESP was integrated into the EPNMs only to a very limited extent. In the 1995 school year, only seven programs offered ESP-oriented FENM courses and five programs offered ESP electives to sophomores, juniors, and seniors. The variety of ESP courses offered was also very limited, with most of them related to news and business. At some universities, the lack of ESP courses was partially offset by those offered by students' own departments or colleges. In general, students' need for ESP were not well met in 1995.

A few implications for teaching and policy making at the university and MOE levels can be drawn from this study. It appears that quite a few coordinators were strongly resisting the integration of ESP into the EPNMs. Since the data also showed that ESP was perceived as important by the majority of freshmen, graduates, EPNM teachers, and teachers teaching subjects other than English, these coordinators should be provided with opportunities to see the importance of ESP and learn about ways to integrate it into their curricula. This may be a very difficult task, and long-term efforts are required.

Since ESP was integrated into university curricula only to a very limited extent, the EPNMs, university administrators, and the MOE should encourage teachers to offer ESP courses under the EPNMs to meet students' needs. The EPNMs, universities, and the MOE could host workshops to train teachers for ESP courses. Teachers who have a good knowledge about any field beyond EFL (e.g., arts, medicine, science) should be strongly encouraged to develop skills for teaching those courses. Scholarships could be provided for these teachers to receive necessary training. Since the major difficulty for the EPNMs to offer ESP is the teachers' lack of knowledge about students' fields of specialization, ESP courses could be team-taught by teachers from the EPNMs and teachers from students' own departments. Workshops on how to team-teach could be given. In the hiring of EPNM teachers, EPNM coordinators could give strong preference to TEFL teachers who have expertise in other fields.

This study is not without limitations. The questionnaires

used in the needs assessment survey of this study used a scale of four instead of five, i.e., without a middle point for subjects who did not have either a positive or negative attitude towards an issue. This was done in order to prevent subjects from resorting to checking the middle point when they were too lazy to figure out their attitudes. However, the researcher was aware that the lack of a middle point might have caused a problem for subjects who actually took a neutral stand on a certain issue.

As this study shows, some ESP courses were offered by the EPNMs and some by students' own departments or colleges in 1995. Future researchers could examine what ESP courses are offered by each source, and if there are qualitative differences between them.

It is hoped that more investigations into the ESP programs in Taiwan will be conducted in the future, and thus program coordinators and teachers will be informed about whether the EPNMs match what is desired by the parties involved. In this way, the EPNMs will have a better chance of meeting the needs of Taiwan.

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